

Third Grade Module 4: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 4: Mid-Module Assessment							
Domain		Standards					
Question	Measurement and Data	3.MD.5a	3.MD.5b	3.MD.6	3.MD.7a	3.MD.7b	3.MD.7d
1	1 2 3 4	X	X	X			
2	1 2 3 4					X	
3	1 2 3 4					X	
4	1 2 3 4	X	X	X	X		
5	1 2 3 4	X	X		X		X

Domain Score	Measurement and Data	
Total Points		
Level	4	18-20 points
	3	13-17 points
	2	8-12 points
	1	5-7 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Third Grade Module 4: Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–B) Clusters and Standards Addressed	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. <ul style="list-style-type: none">a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
3.MD.7	Relate area to the operations of multiplication and addition. <ul style="list-style-type: none">a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.